



Bethune Elementary

302 Norwood St. East
Bethune, SC 29009

Grades	PK-5 Elementary School	
Enrollment	135 Students	
Principal	Theodore Jackson	843-334-6278
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Average
2006	Average	Average
2005	Average	Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

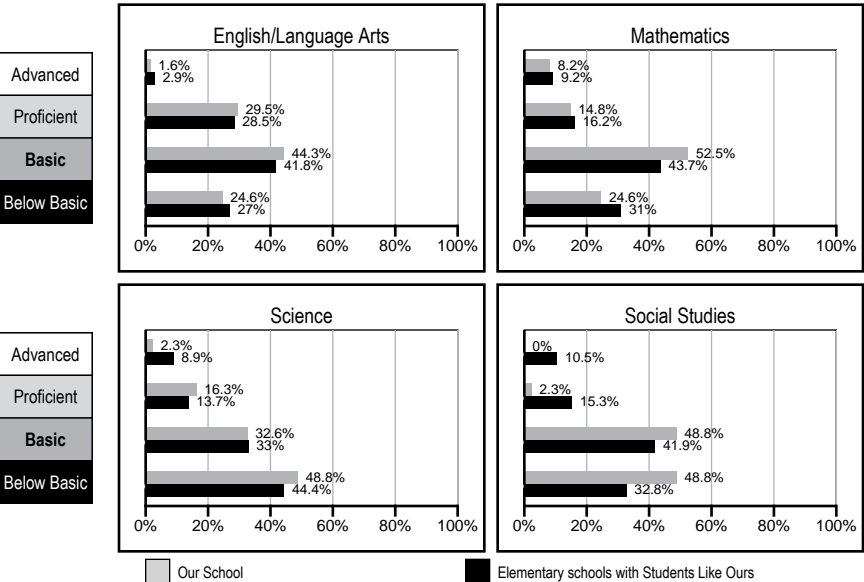
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	61	11

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=135)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 1.6%	2.8%	2.3%
Attendance rate	95.5%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	4.3%	Down from 6.1%	6.5%	10.4%
With disabilities other than speech	5.1%	Up from 3.0%	9.0%	7.5%
Older than usual for grade	0.0%	Down from 1.9%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	66.7%	Up from 55.6%	54.3%	56.7%
Continuing contract teachers	66.7%	Down from 77.8%	75.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.6%	Up from 74.4%	85.7%	86.4%
Teacher attendance rate	96.7%	Down from 97.0%	94.9%	94.9%
Average teacher salary	\$43,714	Down 0.5%	\$44,459	\$45,345
Professional development days/teacher	7.0 days	Down from 11.0 days	13.0 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	No Change	18.0 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 91.2%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,645	Down 4.2%	\$7,376	\$7,052
Percent of expenditures for instruction*	57.6%	Down from 60.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	54.7%	Down from 57.0%	64.1%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Bethune Elementary, we are “Wild About Learning.” Our small, rural elementary school is closing the achievement gap by continuing to use a variety of innovative and effective best practices. In order to achieve this, we use Measures of Academic Progress (MAP), DIBELS, and SuccessMaker results to gear instruction to meet student needs based on our analysis of these data.

Students in grades 1-2 participate in Literacy Groups three times a week in which they practice reading fluency, word making, and writing. Students in grades 3-5 are involved in Reading Focus Groups twice per week to help students achieve proficient and advanced levels on PACT. Students experiencing academic challenges are involved in 15 days of intervention at the beginning of the school year. They meet with a member of the school staff to set goals and discuss ways to maintain high academic achievement. Our school has approximately 50 community members and business personnel who serve as Reading Buddies to selected students. These buddies read to students weekly and eat lunch with them in order to help students boost their self-esteem. Students’ science instruction is enhanced by increasing the amount of hands-on learning, science lab instruction, science team-teaching, and science fair participation.

Through our PTO activities, we are able to involve our community in many ways such as a community-wide fall festival, Snowman Shop, and Chicken Strut festival and rodeo. As a result of these activities, parents and community members are made aware of volunteer opportunities at our school. Funds raised during these events are used to purchase instructional tools and provide off-campus learning for our students. With strong support from our business partners, we are able to provide additional learning experiences outside of the classroom, including a character presentation from Primary Focus.

In addition to visits from author Michael Finklea and meteorologist Ben Tanner, students took trips to Myrtle Beach and McLeod Farms, planted a tree to celebrate Earth Day, and were recognized in quarterly academic awards assemblies. Bethune Elementary students are also given the opportunity to participate in Girl Scouts and Boy Scouts.

All of these efforts created an ideal learning environment where all students were challenged personally and educationally and were encouraged to set their goals high.

Theodore Jackson, Principal
Eva Valentine, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	23	22
Percent satisfied with learning environment	100.0%	95.7%	81.0%
Percent satisfied with social and physical environment	90.0%	91.3%	81.8%
Percent satisfied with school-home relations	70.0%	91.3%	84.2%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 7 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	67	100	24.6	44.3	29.5	1.6	50.8	53	48.2	Yes	Yes
Gender											
Male	29	100	32.1	39.3	25	3.6	53.6	46.4	41.7	N/A	N/A
Female	38	100	18.2	48.5	33.3	0	48.5	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	35	100	21.2	48.5	27.3	3	54.5	61	60	I/S	I/S
African American	29	100	30.8	38.5	30.8	0	46.2	35.3	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	19.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	52	100	26.1	47.8	23.9	2.2	47.8	37.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	67	100	24.6	52.5	14.8	8.2	39.3	50.4	45.8	No	Yes
Gender											
Male	29	100	25	53.6	14.3	7.1	32.1	50.6	45.6	N/A	N/A
Female	38	100	24.2	51.5	15.2	9.1	45.5	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	35	100	15.2	57.6	18.2	9.1	48.5	59	59	I/S	I/S
African American	29	100	38.5	46.2	11.5	3.8	26.9	31.3	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	21.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	52	100	26.1	52.2	17.4	4.3	39.1	35.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	47	100	48.8	32.6	16.3	2.3	18.6	41.7	35.7	95.5	95.8
Gender											
Male	18	100	41.2	29.4	23.5	5.9	29.4	45	37.4	94.7	95.6
Female	29	100	53.8	34.6	11.5	0	11.5	38.2	33.8	96.5	95.9
Racial/Ethnic Group											
White	27	100	40	40	16	4	20	50.7	49.2	95.4	95.5
African American	17	100	62.5	25	12.5	0	12.5	22.7	17	95.5	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	98.1	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.2
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	19.5	14	94.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	98.8	96.7
Socio-Economic Status											
Subsided meals	36	100	53.1	31.3	12.5	3.1	15.6	26.8	21.1	95.5	95.2

Social Studies

All Students	47	100	48.8	48.8	2.3	0	2.3	34.5	34	95.5	95.8
Gender											
Male	24	100	60.9	34.8	4.3	0	4.3	38.2	36.6	94.7	95.6
Female	23	100	35	65	0	0	0	30.6	31.3	96.5	95.9
Racial/Ethnic Group											
White	24	100	47.8	47.8	4.3	0	4.3	41.4	44.5	95.4	95.5
African American	20	100	55.6	44.4	0	0	0	19.8	19.1	95.5	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.1	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	96.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.2
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	13.1	14.4	94.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	98.8	96.7
Socio-Economic Status											
Subsided meals	37	100	54.5	42.4	3	0	3	20.4	21	95.5	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	25	100	28	36	36	0	36
	4	21	100	21.1	57.9	21.1	0	21.1
	5	19	100	16.7	66.7	16.7	0	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	26.7	33.3	40	0	40
	4	27	100	24	48	28	0	28
	5	23	100	23.8	47.6	23.8	4.8	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	25	100	8	60	28	4	32
	4	21	100	31.6	21.1	31.6	15.8	47.4
	5	19	100	16.7	50	22.2	11.1	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	26.7	60	6.7	6.7	13.3
	4	27	100	20	48	20	12	32
	5	23	100	28.6	52.4	14.3	4.8	19
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	12	100	41.7	58.3	0	0	0
	4	21	100	36.8	42.1	10.5	10.5	21.1
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	27	100	44	36	20	0	20
	5	12	100	63.6	18.2	9.1	9.1	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	13	100	38.5	61.5	0	0	0
	4	21	100	26.3	47.4	26.3	0	26.3
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	9	I/S	I/S	I/S	I/S	I/S	I/S
	4	27	100	48	48	4	0	4
	5	11	100	40	60	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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